

Learning Results for Sickle Kicks Using Resistance Band Aids

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Abstract

Pencak silat is one of the PJOK learning materials in self-defense material that studies basic horse stance movements, punches, kicks and others. Seen in the process of learning pencak silat, many students have not completed the kicking technique, especially the crescent kick. The purpose of this study is to improve students' PJOK learning outcomes in learning pencak silat using resistance bands. class VIII odd semester of the 2024/2025 school year. This research method is classroom action research that follows the Kemmis and Taggart model. This is evidenced by the average results of the PJOK test in cycle 1 = 31% cycle 2 = 56% cycle 3 = 81%. So it can be concluded that learning crescent kick pencak silat using resistance bands can improve the learning outcomes of crescent kicks in pencak silat. With an average completion of learning outcomes of 75% -85%.

Keywords: sickle kick, resistance band, pencak silat

1 INTRODUCTION

Education is the process of teaching knowledge, skills, or habits from one generation to another, either under direct guidance or independently. In the learning process, students can understand, evaluate, and engage in learning activities according to what is provided, applying the knowledge gained in the classroom. Physical education and health, in essence, are educational processes that utilize physical activity and health to produce changes in individual quality, including physical, mental, and emotional aspects. Various methods can be used in the learning process, one of which is the use of resistance bands to facilitate the learning process through mutual assistance between students and teachers.

Effective learning is a combination of human elements, materials, facilities, equipment, and methods aimed at positively changing student behavior, aligning it more closely with the potential and differences that students need to achieve their learning objectives. Good learning involves students directly, fostering a two-way relationship between students and teachers, as well as between students themselves.

By using teaching aids, the learning process can be conducted effectively and makes it easier for educators to achieve learning objectives. With these aids, students do not need to worry about their limitations in carrying out learning activities. Therefore, teaching aids are essential for both educators and students to reach learning goals in school.

One of the physical activity exercises included in the physical education program is the basic movement training of pencak silat. Generally, kicking exercises are part of the martial arts curriculum, with one technique being kicking practice. Pencak silat is an indigenous cultural martial art of Indonesia, and it is widely believed by its practitioners and experts that the Malay community created and used martial arts knowledge since prehistoric times. This martial art is well-known in Indonesia, Malaysia, Brunei, Singapore, the Philippines, and Thailand, reflecting the spread of various ethnic groups in the archipelago.

The origins of martial arts in the archipelago likely developed from the hunting and combat skills of the indigenous tribes of Indonesia using machetes, shields, and spears. Pencak Silat is one of the cultural characteristics and a reflection of the lifestyle of the Indonesian people that has been passed down through generations. This is evidenced by the natural human instinct to defend oneself in order to survive. Furthermore, pencak silat needs to be introduced, learned, and preserved by all layers of Indonesian society as a form of love and cultural preservation. One way to preserve pencak silat is through extracurricular activities in schools and by holding pencak silat competitions at regional, national, and international events. In competitions, pencak silat includes various types of leg attacks, one of which is kicking. Kicking is often a striking form that generates clearer and more definitive points compared to other attacks. Therefore, as a practitioner, one must possess strong and accurate kicking skills, categorizing them as a specialized skill. Therefore, a good kick is one that is difficult for the opponent to read, anticipate, or catch. There are several kicking techniques in Pencak Silat, including the front kick, side kick, gajul kick, jejag kick, back kick, and scythe kick. However, only a few kicks are used in the competition category: the front kick, side kick, back kick, and scythe kick. These four kicks are commonly used in competitive matches.

Based on initial observations of the pencak silat learning activities at SMP 1 Barunawati Jakarta, during the basic movement of the scythe kick, out of 30 students, 10 were unable to execute the scythe kick technique, while 20 students were able to perform it well. Those who struggled with the kick often faced difficulties in executing it correctly. The scythe kick is used both as an attack and a defense to score points. Most of them, when performing the scythe kick, had their legs frequently caught, although they were not always thrown off balance by their opponents. Additionally, their kicks often missed the target, and some students had an unstable body position when lifting their legs, making it easier for opponents to execute counter techniques.

2 RESEARCH METHODS

This study is a quantitative research that provides an overview of the object being investigated. The method used in this research is classroom action research (CAR) with assessment instruments to evaluate the scythe kick movement in pencak silat. Classroom action research, commonly abbreviated as CAR, is conducted to improve the quality of teaching practices in the classroom. CAR focuses on the teaching and learning processes that occur in the classroom or in natural settings.

The population in this study consists of eighth-grade students at SMP 1 Barunawati Jakarta. In this research, the author employs a sampling technique using total sampling. This is divided into several stages: (1) The researcher conducts discussions with physical education teachers and students regarding the learning of Physical Education, Sports, and Health. This involves simple question-and-answer sessions about aspects of learning that are less appealing to students and methods that have not yet been implemented in the school to improve the learning outcomes of the scythe kick movement.

The instruments used in this study consist of an assessment form for the movement, divided into three stages: the implementation stage, the core stage, and the final stage, with a total score of 65. The instrument is designed such that a checkmark (√) can be placed in the appropriate column or area, using a questionnaire with a rating scale. The instrument framework can be seen in Table 1 as follows:

Table 1. Instrument Framework

NO		
DESCRIPTION		
Starting Position		
1	Foot Position	Both feet are open in a front horse stance.
2	Body Position	The body is standing upright facing forward.
3	Hand Position	Both hands are open in front of the chest, positioned toward the front or the target.
4	Attitude	Both feet are open in a front horse stance.
Execution Position		
5	Foot Position	The leg is lifted straight to waist height toward the front.
6	Body Position	The body is turned sideways, with the knee in line with the body, and the toes and the sole of the foot facing outward.
7	Hand Position	The left hand is open toward the front of the chest, and the right hand is positioned down in front of the body.
8	Attitude Gaze	The gaze is directed toward the target in front.
Ending Position		
9	Foot Position	The kicking leg is drawn back toward the rear.
10	Body Position	The body returns to the starting position.
11	Hand Position	Both hands are positioned beside the body.
12	Attitude Gaze	The gaze is directed forward.
13	Result	The scythe kick is performed well.
Total		

Maximum Score: 65

Score: $\frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$

Score Description:

1. Score 1: Performed poorly according to the main movement elements.
2. Score 2: Performed inadequately with elements of movement and low confidence.
3. Score 3: Performed fairly well based on the main movement elements and with confidence.
4. Score 4: Performed well based on the main movement elements and with confidence.
5. Score 5: Performed excellently based on optimal main movement elements.

This instrument includes 13 negative question items, while the total consists of 65 points. Once all data is collected, the next step is to analyze the data so that conclusions can be drawn. A qualitative technique is used to analyze the observational data of the students and the implementation of the described methods, based on the results obtained from the test data. The scoring method used in this study can be calculated as a percentage. The score obtained by students represents the percentage of the ideal maximum score that should be achieved if the practical test is performed to the fullest, resulting in 100%.

The scoring formula according to Ngalim Purwanto is as follows:

****Description:****

NP : percentage score sought or expected

R : raw score obtained by the student

SM : ideal maximum score of the relevant test

100 : constant number

Table 2. Categorization

No.	Score	Categori
1	71 - 100%	Very Good
2	56 – 70%	Good
3	36 – 55%	Fairly Good
4	0 – 35%	Poor

3 RESULT AND DISCUSSION

The results of the pretest obtained by the eighth-grade students at SMP 1 Barunawati in performing the scythe kick technique in pencak silat have not yet reached the Minimum Competency Criteria (KKM) of 75. The pretest results indicate that the learning outcomes for the scythe kick are quite low. This is due to the learning process not being optimal, both in terms of methods and the instruction being less suitable for the students. Therefore, the researcher implemented actions in the pencak silat learning process for the scythe kick technique using resistance bands in the eighth-grade class at SMP 1 Barunawati. The pretest results show that the learning outcomes for the scythe kick remain very low.

Table 3. Pretest, Cycle 1, and Cycle 2

Instrument	Number of Students	Categori			
		Complete		Complete	
		Total	Persentase	Total	Persentase

Pre-Action	30	10	33%	20	67%
Cycle 1	30	12	40%	18	60%
Cycle 2	30	16	53%	14	47%
Cycle 3	30	26	87%	4	13%

3.1 Pre-Action

The data analysis results indicate that the average skill level of students in performing the scythe kick is as follows: out of 30 students, 10 (33%) were successful in the pre-action assessment, while 20 (67%) were not successful. S1klus 1, The data analysis results indicate that the average skill level of students in performing the scythe kick is as follows: out of 30 students, 12 (40%) were successful in the pre-action assessment, while 18 (60%) were not successful.

3.2 Cycle 2

The data analysis results indicate that the average skill level of students in performing the scythe kick is as follows: out of 30 students, 16 (53%) were successful in the pre-action assessment, while 14 (47%) were not successful.

3.3 Cycle 3

The data analysis results indicate that the average skill level of students in performing high lob strikes is as follows: out of 30 students, 26 (87%) were successful in the pre-action assessment, while 4 (13%) were not successful.

3.4 Sub discussion

The research aims to improve and provide appropriate actions for students to achieve enhanced learning outcomes in each cycle until they surpass the average completion score of 75%. Based on the results of the study from the assessments of the pretest, Cycle 1, Cycle 2, and Cycle 3, the learning process using the tools showed an increase in the percentage of completion as well as the average test scores. In Cycle 3, the students of VIII SMP 1 Barunawati Jakarta achieved a completion rate of 87%, with 26 out of 30 students being successful, while only 4 students did not meet the requirements. The improvement in the scythe kick technique in pencak silat was significant in Cycle 3 because both the researcher and the students were very dedicated during the learning process.

3 CONCLUSION

Based on the research conducted using resistance bands, improvements were observed through three cycles. The implementation of the scythe kick learning in pencak silat was divided into 9 sessions. In applying the learning with resistance bands for the eighth-grade students at SMP 1 Barunawati Jakarta, the researcher directly explained and demonstrated each movement, correcting any mistakes. The learning was carried out continuously or repeatedly according to the sequence of movements to help students optimize their scythe kick technique. The results showed an increase in the subjects from the pre-action test (pretest), post-test Cycle I, and post-test Cycle II, although it was not yet optimal.

Therefore, the researcher conducted further observations in Cycle 3 and achieved satisfactory results, with a completion rate of 87%.

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